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ABSTRACT

This study explores the present status of course credit-hour transfers between the various state institutions of higher education in Washington. Section III reviews transfer policy considerations in relation to Washington efforts to alleviate transfer problems and transfer of credit policies and practices in Washington. Section IV presents a primary data analysis of transfer of credit. Emphasis is placed on general credit not accepted, excess credit not applied toward graduation, summary of total credits not accepted, combining general credit not accepted and excess credit not applied toward graduation. A general credit-not-accepted variable breakdown includes reasons for credit not accepted, survey of actual courses not readily transferred, major, sex, and grade-point average. A 27-item bibliography is included. (MJM)

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Council on Higher Education
State of Washington

HE 004 794

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TRANSFER OF CREDIT AMONG WASHINGTON INSTITUTIONS OF HIGHER EDUCATION

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TRANSFER OF CREDIT AMONG WASHINGTON INSTITUTIONS OF HIGHER EDUCATION

Study to determine how much credit is lost and what kinds of programs are accepted

The Advisory Committee on Transfer of Credits

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DESCRIPTION OF STUDY

This study of transfer of credit was prompted by House Concurrent Resolution 35, State of Washington, 42nd Legislature, First Extraordinary Session, 1971. The Council on Higher Education was directed to conduct a study on the present status of course credit hour transfers between the various state institutions of higher education. The Council was also directed to prepare recommendations as to how and if standardization of courses to achieve full transferability of course credits between the various state institutions could and should be accomplished.

In June 1971, the Council on Higher Education embarked on a narrow study to evaluate the transfer of credit among various Washington institutions for new transfer students in the fall, 1971. The main concentration of the study was the transfer of students from the Washington community colleges to the four-year public institutions. Two basic questions were to be answered: 1) How much credit is lost? and 2) What kinds of programs and credits are not accepted?

The study explores general reasons for the non-acceptance of credit exemplified by the categories of high school remedial, vocational-technical, religion, etc. An analysis is also made of the amount of excess credit not applied toward graduation. In addition, specific courses are surveyed to determine which of these do not readily transfer.

HOUSE CONCURRENT RESOLUTION NO. 35

State of Washington
42nd Legislature
First Extraordinary Session

by Representatives Shinpoch, Lynch, Maxie, King, Kiskaddon, Rabel, Douthwaite, Knowles, Anderson, Goldsworthy, Shera, Benitz, Bottiger, Gladder, Bluechel and Chatalas

Read first time March 26, 1971, and referred to Committee on Higher Education.

WHEREAS, The State of Washington has established a system of Higher Education comprised of two state universities, four state colleges and twenty-five community colleges; and

WHEREAS, Students transfer between the various elements of the state system; and

WHEREAS, A lack of course standardization and transferability of course credits between the various state institutions of higher education causes transferring students to lose credits and thereby increases the time such students must spend to complete their education; and

WHEREAS, The expense to the State of Washington of educating a student at the state institutions of higher education increases when the student must spend a longer time to complete his education;

NOW, THEREFORE, BE IT RESOLVED, By the House of Representatives, the Senate concurring, that the Council on Higher Education be directed to conduct a study on the present status of course credit hour transfers between the various state institutions of higher education; and

BE IT FURTHER RESOLVED, That the Council on Higher Education is also directed to prepare recommendations as to how and if standardization of courses to achieve full transferability of course credits between the various state institutions may or should be accomplished; and

BE IT FURTHER RESOLVED, That the Council on Higher Education shall make periodic reports on the progress of its study to the Joint Committee on Higher Education and shall transmit a final report to the Joint Committee on Higher Education for its transmittal to the 1973 Legislature along with the comments and suggestions of the Joint Committee on Higher Education.

INTRODUCTION

In this decade there has been an increasing interest in the transfer student, which can be attributed to our mobile American society and the expanding number of two-year community colleges. One function of the community college is to lower the barriers--personal, financial, and geographic--to baccalaureate programs.[1] In keeping with this function, smooth transfer between institutions is a basic requirement of providing broad access to higher education.

Community colleges in Washington have tripled in headcount enrollment in the years from 1965 to 1972.[2] The total number of in-state transfers from the four-year institutions to the two-year institutions increased by approximately one-half in the years 1965 to 1971. The total number of in-state transfers from the two-year institutions to the four-year institutions has increased almost two and one-half times since 1965; while the number of transfers from two-year to two-year institutions has increased over three times since 1965.[3]

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[1]Warren W. Willingham, The No. 2 Access Problem: Transfer to the Upper Division (Washington, D.C.: ERIC Clearinghouse, July, 1972).

[2]Washington Office of Program Planning and Fiscal Management, Information Systems Division, State of Washington Enrollment Trends, 1972 (Olympia, Washington, April, 1973), pg. 9.

[3]E. Anne Winchester and Eleanore Kenny, Mobility of Undergraduate College Students Between Washington Colleges and Universities, Fall, 1971 (Olympia, Washington: Council on Higher Education, January, 1973).

Nationally transfer admissions have increased significantly. Recent Office of Education data indicate that first-time transfers increased 7 percent from 1970 to 1971, while first-time freshmen decreased 2 percent.[4]

In 1971, the distribution of transfer students in Washington was as follows: Fall transfers within-state represented 5.9 percent of the total undergraduate enrollment. The state universities received 27.1 percent of the total within-state transfers, while 28.8 percent went to the state colleges. Community colleges received 34.7 percent of the transfers, and private colleges and universities received the lowest number of within-state transfers, or 9.3 percent.[5]

A majority of students transfer from a two-year institution to a four-year public institution. In fall, 1971, transfers to Washington public four-year institutions comprised 55.9 percent of all within-state transfers. The focus of this study, therefore, is directed to these institutions and the students who transferred to them.

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[4] Richard E. Peterson, American College and University Enrollment Trends in 1971 (Berkeley, California: Carnegie Foundation for Advancement of Teaching 1972).

[5] E. Anne Winchester and Eleanore Kenny, op. cit., pg. 9.

TRANSFER POLICY CONSIDERATIONS

A smooth flow of transfer students throughout a state higher education system does not occur automatically. Besides the many procedures and special processes relating to the transfer student, additional attention must be paid to the attitude surrounding transfer students. In order that transfer articulation be facilitated, "there must be an attitude of willingness on the part of responsible personnel to enter voluntarily into cooperative planning agreements placing the student ahead of administrative expedience."[6]

National studies have mentioned many general problems facing the transfer student which might demonstrate possible admission difficulties. There could be a problem of lack of information available to the transfer student. Often there is not enough space in the college literature devoted to the transfer process. Clear-cut recruiting of the transfer student is almost always the exception. Transfer students have less chance at financial aid. Often the aid requests exceed the institution's resources and seldom is any aid set aside specifically for transfers. Figures from a 1969 study point out that whereas 33 percent of all new freshmen received aid, only 14 percent of the transfers received such aid.[7]

Timing factors may discriminate against transfers in that some institutions make the number of transfer admissions contingent upon the number of freshmen

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[6]Dorothy M. Knoell and Leland Medsker, From Junior to Senior College: A National Study of the Transfer Student (Washington, D.C.: American Council on Education, 1965), pg. 47.

[7]Warren W. Willingham and Nurhan Findikyan, Patterns of Admission for Transfer Students (New York: College Entrance Examination Board, 1969), pg. 10.

admissions. Also, restrictive deposit policies generally discourage transfer students. Space is mainly a barrier in large institutions. Often there is off-term space available (that is, terms other than fall quarter), but the idea is poorly communicated. Lastly, there is the problem of orienting the new transfer students when they arrive on campus. Generally freshmen are carefully oriented, whereas for transfer students this need is sometimes ignored.

A basic problem which underlies many transfer difficulties is the self-definition of the community college vs. that of the four-year college or university. The two-year college serves a much broader range of academic ability, age and maturity levels, aspiration and motivation objectives in their students. This poses problems in academic standards since transfer students are typically moving from an open door college to a more selective upper division college. However, the community college has difficulty in meeting demands to standardize their course offerings to meet the needs of the four-year institutions to which their students transfer. As Willingham puts it in a 1972 study, "Questions concerning the junior college curriculum must turn on alternatives that are not easily reconcilable: to train students for transfer or for career; to innovate or to coordinate practices with prescribed programs; to emphasize education or certification. The community college has two masters; its own unique educational commitment and its responsibility to prepare transfer students."[8]

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[8] Willingham, op. cit., pg. 15.

TABLE 1

TRANSFER PROBLEMS RELATED
TO CREDIT LOSS

1. The lack of guidance and poor quality of records in high school.
2. The lack of guidance in selecting courses and in selecting senior colleges appropriate to the transfer's prior achievement.
3. The sequence of courses pursued in community college.
4. The lack of accreditation of the two-year college.
5. The difficulty for occupational students to change courses of study.
6. The variation in grading systems which distort evaluations.
7. The handling of "D" grades, pass-fail or other non-traditional grades.
8. The limitations on the minimum amount of credit transferable.
9. The disallowance of credit for remedial work or courses taken to satisfy high school dificiencies.
10. The disparities between the amount of credit accepted at evaluation and the amount of credit that actually satisfies graduation requirements.
11. The fact that colleges, schools and departments within the four-year institution are permitted to set their own, often widely differing requirements for major fields and for graduation.
12. The tendency to formalize curricular changes arbitrarily and suddenly rather than with cooperation or sufficient notification time extended to the transfer institutions. Students have complained of senior institutions refusing to recognize the "grandfather" rights of students following an earlier catalog.
13. Time lags, such as failure to validate transfer credits until after successful completion of upper division work.
14. The requirement of a higher grade point average for transfers than for native students to enter upper division work.
15. The refusal to consider acceptance of occupational type courses which in fact, may have value for baccalaureate degrees, i.e., data processing, agriculture, police science, aviation, real estate, etc., and exact limitations on the amount of transfer credit to certain fields, i.e., business education, physical education and music.
16. The failure of two-year colleges to offer prerequisites for a course normally regarded as intermediate or specialized, or if prerequisites are determined, failure to mention them in requests for recognition of the course. These courses are sometimes referred to as sequential or hyphenated courses.
17. The tendency for the two-year college to submit for four-year degree credit courses which contain a mixture of subcollegiate and collegiate materials.

The area of transfer problems which is most discouraging to transfer students is loss of credit upon transfer. Table 1 presents a list of transfer problems which often occur, seriously affecting credit lost. The list was compiled from a survey of literature which can be noted in the bibliography. One particularly helpful source was an article by Fredric Kintzer in College and University.[9]

It must be emphasized that although there are many organizational and administrative problems which cause some of the transfer problems, the prime factors are the indecision and varying abilities of the transfer student. Many students also have learning deficiencies which make some non-transferable remedial education necessary.

Often it seems that the transfer student is discriminated against for indecision. Much credit loss is due to the fact that the transfer student failed to make up his or her mind on a course of study soon enough. The indecision is a characteristic of many students, not a trait which affects transfer students alone.

The following is a paper prepared for this study by James S. Dolliver, Dean of Academic Services at Eastern Washington State College. He discusses some of the reasons why students graduate with credits in excess of the minimum.

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[9] Fredric C. Kintzer, "Junior College - Senior College Articulation in the '70s," College and University, Vol. 46 (1971), pp. 587-605.

STUDENT CREDIT HOURS FOR GRADUATION
by James S. Dolliver

"College graduation requirements nearly always include a minimum number of quarter or semester hour credits. More often than not students will graduate with credits in excess of this minimum. Some reasons for this are discussed below.

1. College is a time of educational and career exploration for nearly all students. Many enter a given college with no idea of a major field, and a majority of those with a specific career goal upon entry to college will change that goal one or more times before graduation.

    a. Students are likely to have had little or no pre-college experience with many fields in which colleges award academic degrees. Examples include anthropology as well as urban and regional planning.
    b. A student's college experience with a major field may be considerably different from his pre-college experience with that field. Examples include drama and psychology.
    c. A given major field at the college level may require course work requirements and competencies that the student has not anticipated. Examples include geology requiring chemistry and physics as well as physical education requiring biological sciences.
    d. Students during their college attendance may perceive changes in employment opportunities in given fields. Examples include the apparent increase in job opportunities for accountants and decreases in most teaching fields.

As a student's cognizance of educational and vocational requirements and opportunities increases, he is apt to react to this additional knowledge by changing his career plans. He may choose to attempt another major field in the hope that it will lead to more realistic vocational opportunities for him, or he may choose to align himself in the liberal arts and sciences tradition with a major field that meets his interests and abilities but may or may not contribute to a career goal. The latter type of choice usually can be made within the framework of the minimum hours required for graduation unless it is made

4. Students who might graduate at the end of a fall or winter term often adjust their academic schedules to graduate in June or at the end of the summer term. This is especially realistic for those intending to teach; most teaching employment starts in the fall. Also, portions of the credits earned above the minimum for the B.A. degree can be applied to the requirement of a fifth college year for the Standard Teaching Certificate."

Indecision, changing goals, employment opportunities, personal interests and abilities often lead to excess credit upon graduation of the student. These same traits often lead to unacceptable credits at the time of transfer or the inability of transferred credits to be applied towards graduation.

A. WASHINGTON EFFORTS TO ALLEVIATE TRANSFER PROBLEMS

In examining problems of transfer students it is helpful to have a fairly concrete idea of what is presently being done among the Washington four-year public institutions to improve the transfer process. Many steps have already been taken to alleviate any problems.

Two institutions have special offices to handle transfer problems. The University of Washington and Western Washington State College each have an Office of College Relations which serves this purpose. This Washington state service has been praised in national publications reviewing the transfer situation. Also mentioned nationally was the growing acceptance of the Associate of Arts degree in which Washington four-year public institutions have lead the way in making agreements with the state community colleges. At the present time Western Washington State College

and Eastern Washington State College both have 24 agreements with the 26 state community colleges; while Central Washington State College has 17 firm agreements with 8 agreements now pending. Washington State University has agreements with all 26 community colleges, however the University of Washington feels it is inappropriate to accept the Associate degree as automatic fulfillment for the first two years of collegiate work.

Other areas in which the transfer process is eased is in the recruitment of transfer students. All of the state community colleges are visited at least once a year and, in some cases, more often by the state college and university representatives. During these visits problems are discussed with prospective transfer students, and with administrative personnel, counselors, deans and department heads. This serves as an extension of the guidance service offered within the community colleges themselves. In addition, both of the state universities have sponsored conferences on the transfer process.

Once a year the University of Washington sponsors a three day conference where the community college representatives visit with former students for follow-up information, attend general sessions and seminars to decrease transfer problems. Also the conference provides opportunities for visitation with university faculty and department heads to discuss requirements. The conference method of alleviating problems is certainly not new in Washington. Washington State University reports that, since 1961, it has sponsored 50 conferences on the Washington State University campus bringing together teaching faculty in 36 different academic disciplines or administrative units to discuss transfer problems. Approximately 720 community college faculty members have participated in these programs.

Most of the Washington public colleges and universities publish booklets for the transfer students giving general information and transfer procedures and giving equivalency lists or parallel course lists to assist in coordinating the prospective transfer student's program. Special orientations for the entering transfer student are generally not available, although some of the institutions have experimented with this or are planning such orientations.

Lastly, the Inter-College Relations Commission in Washington has a transfer problems committee which has been active in searching for solutions. The Transfer Problems Committee Report[10] from this committee is very helpful in describing the problems, past studies and tension areas. One of the current recommendations is the development of a written Pre-Transfer Evaluation Agreement, which would include individual courses and hours accepted and required courses yet to be completed to achieve the student's goal. This idea, however, has been discarded as being too difficult to administrate. Two specific area studies have also been completed by the Inter-College Relations Commission; one concerning military credit[11] and one survey of the College Level Examination Program (CLEP) as utilized by the colleges and universities.[12]

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10 Inter-College Relations Commission, "Transfer of Credit Problems--Committee Report" (Washington, February 3, 1972).

11 Inter-College Relations Commission, "Study-Survey of Institutional Policy Concerning the Granting of Military Credit" (Washington, 1973).

12 Inter-College Relations Commission, "Survey on the College Level Examination Program as Used by the Colleges and Universities" (Washington, January, 1973).

B. Transfer of Credit Policies and Practices in Washington
(See Appendix for Charts)

A survey was made of transfer of credit policies and practices in Washington public and private four-year institutions and the public community colleges. The results may be found in the Appendix in a series of charts numbered 1 to 7.

The four-year public institution generally requires a 2.0 grade point average (G.P.A.) for entrance; 45 quarter hours are needed to satisfy the residency requirement; 180 quarter hours are needed for graduation; and 90 quarter hours minimum credit must be taken in a four-year institution. Parallel or similar courses are accepted as equivalent; whereas, unmatched college level courses, or courses without corollaries in the institution to which transferred, are usually accepted as electives. Other college-level credit from accredited institutions are accepted either as electives or, if applied to major, are evaluated by the department concerned. (See Chart 1.)

Transfer of credit policy concerning military service school, military experience, Peace Corps, and VISTA, all vary widely among the public four-year institutions and must be reviewed individually. (See Chart 2.) United States Armed Forces Instruction (USAFI) credits are usually accepted although there may be a maximum credit limitation. Correspondence courses and extension or adult education courses are accepted if they are college level; often there is a 45 quarter hour minimum on this type of study.

Credit by examination, i.e., challenge or special validation, is accepted from accredited colleges and universities. Advanced placement is accepted for a grade of "3.0" or better on the College Entrance Examination Board Advanced Placement (CEEB-AP). Three of the colleges have not formulated

a College Level Examination Program (CLEP) policy yet, but in those which have, a maximum of nine quarter hours credit is granted for each score above a designated percentage.

The private four-year institutions have almost the same requirements as the public four-year institutions. (See Chart 3.) Occasionally the 180 quarter hour minimum credit requirement for graduation is raised 10-15 credits, and the minimum credits required in a four-year institution varies, with three of the private colleges having no policy on this issue. Military service school and experience varies from full credit to no credit. (See Chart 4.) Except for two institutions, no credit at all is granted for Peace Corps or VISTA. Full credit is granted for USAFI with some maximum limits. No credit is granted for industrial experience in most institutions. Correspondence and extension or adult education courses are accepted for full credit with some maximum limitations. In all of the private colleges credit by examination, challenge and special validation is accepted, although Whitworth seldom uses credit by examination. Advanced placement and CLEP seem to be two areas of considerable variation.

In examining transfer of credit policies and practices of the Washington community colleges, the following issues were investigated: the acceptance of credit earned at accredited institutions; the rationale or method used to identify transferable credits; constraints or general guidelines that influence transfer of credit; and a policy summary on the acceptance of credit of military service school and experience, Peace Corps, VISTA, USAFI, correspondence courses, extension or adult education courses, credit by examination, advanced placement and CLEP. (See Chart 5.)

All of the community colleges accept credit earned at accredited institutions. (See Chart 6.) Military credit, credit by examination, and credit for courses in religion and military science were less widely accepted. The rationale or method used to identify transferable credits is primarily acceptance of all courses numbered 100 or above. The next three most often used criteria are applicability to the degree requirement, a catalog description comparison, and evaluation by the department concerned. Two additional methods are occasionally used: consideration of the purpose of goals of the student, and reference to published recommendations. Other constraints or general guidelines that influence the transfer or credit to and from the community colleges are listed in Chart 7.

The community colleges generally follow suit with the public and private four-year institutions in regard to other transfer policies. (See Chart 6.) Credit earned at a military service school is usually accepted as recommended in A Guide to the Evaluation of Educational Experiences in the Armed Services, but military experience is accepted by only one-half of the institutions. Several of the community colleges have no policy in regard to the Peace Corps or VISTA, while six accept it and ten reject it as credit. USAFI is universally accepted. Correspondence courses and extension or adult education courses are widely accepted, as is credit by examination. Policies on advanced placement vary widely with little outright acceptance of credits. Many of the community colleges have not formulated policies on CLEP. The general education minimum passing score and the special area minimum passing score is generally 500. It is normally recorded as CLEP credit.

TRANSFER OF CREDIT AMONG
WASHINGTON INSTITUTIONS OF HIGHER EDUCATION
PRIMARY DATA ANALYSIS

This is a narrow study concentrating mainly on the transfer of students from Washington community colleges to the four-year institutions, fall, 1971. In evaluating the transfer of credit two basic questions are to be answered: 1) How much credit is lost, and 2) What kinds of programs and credits are not accepted?

The majority of the sample was composed of the total population of community college students transferring to the four-year public institutions. In order to provide complete data regarding the transfer of credit from the four-year public and private institutions, both Washington State University and Western Washington State College agreed to evaluate the credit acceptance of all transfers. All members of the committee agreed that there was no problem in accepting credit from other four-year accredited institutions as these institutions do not have so-called "grey areas" of courses which may be technical-occupational or considered below the "100 level" for transferability. Even though the community colleges receive transfer students, they did not participate in evaluating transfer of credit at this time.

The committee determined that the primary emphasis of the study was to provide data regarding the mobility of community college students through the Washington State higher education system and to provide recommendations to facilitate this mobility. It was generally agreed that the community colleges do not deny credit to a student who has transferred from an accredited four-year institution.

In more specific terms the sample was defined as those students who had been accepted and had made a minimum advance payment of $50 (full payment at Central Washington State College). Students enrolled for summer quarter were excluded. Therefore, the sample included those transfer students who had received credit through spring, 1971.

Data were collected comparing the number of credits on record prior to evaluation to the number of credits accepted by the receiving institution. The difference, if any, was recorded and the reason for the loss was tallied. The data were prepared in such a way as to produce a cross-matrix for each sending institution of number of credits at evaluation with the credit loss.

They also included the number of hours lost by category; for example, the number of credits lost because the credits were: 1) not college-level, 2) beyond 90 credits or in excess of that which could be applied toward graduation, 3) high school duplication or remedial, 4) vocational-technical, or 5) religious in nature. General credit loss is placed into ranges of class level where possible, sex, grade point average, major and reason for the credit loss.

An additional component of this study is a limited but specific survey of the actual courses which are not readily transferred. A detailed breakdown of courses for which credit was lost was not always supplied by the participating institutions.

The data accumulated for this study deals with students transferring credits into one of the four-year institutions. The majority of credits transferred were earned at the community college level. Washington State University included students transferring credits from four-year public and private institutions as well as community colleges. Western Washington

State College also included students transferring from private colleges, however, there were only five students involved. Although the Washington State University data concerning the four-year institution transfer student are interesting, they should not be taken as a comprehensive picture.

All of the transfer data were provided by the four-year institutions. The Washington community colleges are referred to as the sending institutions and the four-year public institutions as the receiving institutions. Most of the institutions reported all community college students transferring into the institutions. Eastern Washington State College provided only a sample of students--approximately 46% of all the Washington community college students transferring into Eastern Washington State College for fall, 1971. The Eastern Washington State College data are restricted to students whose college work was limited to one community college in Washington State.

With the exception of students transferring to the University of Washington, credit earned and credit lost was reported from only the previous college attended. The University of Washington included all credit accumulated at any institution in its determination of credit earned and lost. In computing excess credit not applied toward graduation, Washington State University's data included credits earned from all institutions attended by the student, so the two major universities would be comparable on this point.

Table 2 lists the data provided by each of the four-year institutions. The University of Washington, Washington State University and Central Washington State College provided most data, whereas limited data were provided by Western Washington State College. Most of the data are self-explanatory.

TABLE 2

DATA SUPPLIED BY FOUR-YEAR INSTITUTIONS

TYPES OF DATA	WSU	UW	EASTERN*	EVERGREEN	CENTRAL	WESTERN
Student Name	X	X	X	X	X	
Total Credits Earned	X	X	X	X	X	
Total Credits Accepted	X	X	X	X	X	
Credits Lost	X	X	X	X	X	X
General Reasons for Credit Loss	X	X	X	X	X	X
Excess Credit Not Applied Toward Graduation	X	X	X	X	X	X
Variables Explored						
College Major	X	X			X	
Sex	X	X	X	X	X	
GPA	X	X			X	
Included Credit Earned and Lost From Only Previous College Attended	X		X	X	X	X

X Stands for data provided.

* Eastern data include sample only.

Definitions

Total Credits Earned: All credit earned prior to entering the receiving institution; i.e., at other two or four-year schools, military credit, by exam, etc.

Credit Lost: Credits which are not relevant for a university program; i.e., high school remedial, vocational-technical, etc.

Credits Accepted: Difference between Total Credits Earned and Credits Lost.

One of the key objectives of this study is to explain some of the reasons why credit is lost. The reasons given why credit is lost are:

High School Remedial: This type of course is interpreted as sub-college level on the basis of catalog description of the course and its intent. This type of course is essential at any college for those individuals weak in, or not exposed to, certain areas of study.

High School Duplication: This type of course work is taken for completion of the high school diploma.

Vocational, Occupational, Technical: This type of course is taken as a diversification for some students, while others concentrate their study along this line.

Religious: This type of course is sectarian in content.

Hyphenated: This type of course is one which must be taken in a particular sequence or series in order to be relevant.

Other Reasons: This type of course can usually be placed in another category, i.e., military and repeat courses. This category also includes credit lost for other than the designated combinations.

Excess of Maximum Transferable: Each four-year institution has a maximum number of credits that can be transferred: (90-93) from community colleges, and (135) from four-year institutions. This is based on a residency requirement that a minimum number of credits be earned at the four-year institutions and is not a problem related to the course content itself.

A. General Credit Not Accepted

General credit loss is a composite of all credit lost for reasons other than excess credits due to residency requirements. Credit loss is computed into three significant areas.

1) Frequency distribution of credit lost over credit earned. This gives a percentage which relates the credit lost by the transferring student to the total amount of credit he or she had earned or hoped to transfer.
2) The average credit lost by those transfer students actually losing credit. This is computed by dividing the number of transfers losing credit into the number of credits lost.
3) The average credit lost by the total transfer students. This is computed by dividing the number of credits lost by the total of transfer students.

The third method presents the most significant figure and will be the one used in the tables and for discussion purposes.

A total chart of general credit not accepted is provided in Table 3. Western Washington State College is not included; its data do not separate general credit not accepted from excess credit (credit not applied toward graduation) in a manner comparable with the other institutions. Estimated figures are provided.

The study shows that transferring into a university entailed twice as much credit loss as transferring to a state college. The greatest amount of credit not accepted was encountered while transferring to the University of Washington where an average of 5.9 credits was lost. Those students transferring to public colleges had more credits not accepted when transferring to Western Washington State College with an estimated 4.6 average credit loss. Students transferring to Eastern Washington State College lost an average of 3.5 credits. The least credit was lost when transferring to Central Washington State College where an average of 2.3 credits

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TABLE 3

GENERAL CREDIT NOT ACCEPTED
(EXCLUDING EXCESS CREDIT NOT APPLIED TOWARD GRADUATION)
Students Transferring Fall, 1971

RECEIVING INSTITUTION Four-Year Public Institutions	# Credits Earned	#Credits Lost	# Transfers	# Losing Credit	#Losing No Credit	Average Credit Lost for Total Transfers
University of Washington	134,048	9,064	1,542	880	662	5.9
Washington State University	50,698	2,679	691	305	386	2.9
University Total	184,746	11,743	2,233	1,185	1,048	5.3
Western Washington State College*						4.6*
Central Washington State College	55,635	1,700	755	242	513	2.3
Eastern Washington State College**	24,163	1,163	337	125	212	3.5
The Evergreen State College	15,248	185	249	23	226	.7
College Total	95,046	3,048	1,341	390	951	2.3
GRAND TOTAL	279,792	14,791	3,574	1,575	1,999	4.1

*Western Washington State College data are not comparable.
This is a derived figure from other study totals, estimated because of disparities due to the double counting of students losing credit for more than one reason.
**Eastern Washington State College data include sample only.

TABLE 4

SURVEY OF HIGH AND LOW CREDIT LOSS

HIGH AMOUNTS OF GENERAL CREDIT NOT ACCEPTED
(7.5 and over average credit lost)

Community Colleges Sending	Four-Year Public Institutions Receiving	Average Credit Lost
Big Bend	WSU	15.0
Big Bend	U of W	13.1
Clark	U of W	10.5
Everett	U of W	8.5
Spokane Falls	U of W	9.8
Walla Walla	U of W	10.1
Highline	EWSC	7.5
Skagit Valley	TESC	8.5
(WWSC data includes both general credit lost and excess credit not accepted toward graduation.)		
Edmonds	WWSC	20.0
Olympic	WWSC	19.6
Shoreline	WWSC	17.2
Lower Columbia	WWSC	16.8
Seattle Central	WWSC	15.1
Skagit Valley	WWSC	12.3
Everett	WWSC	11.8
Columbia Basin	WWSC	9.0
Tacoma	WWSC	8.2
Clark	WWSC	7.7

LOW AMOUNTS OF GENERAL CREDIT NOT ACCEPTED
(1.2 and under average credit lost)

Community Colleges Sending	Four-Year Public Institutions Receiving	Average Credit Lost
North Seattle	WSU	0
Peninsula	WSU	.7
Seattle Central	WSU	1.0
Walla Walla	WSU	1.2
North Seattle	CWSC	0
Centralia	CWSC	0
Bellevue	CWSC	.2
Ft. Steilacoom	CWSC	.4
Skagit Valley	CWSC	.8
Tacoma	CWSC	1.2
Lower Columbia	EWSC	0
Olympic	EWSC	0
Grays Harbor	EWSC	.8
Tacoma	EWSC	1.0
Columbia Basin	TESC	0
Lower Columbia	TESC	0
Seattle Central	TESC	0
Shoreline	TESC	0
Yakima Valley	TESC	0
Clark	TESC	.1
Centralia	TESC	.2
Bellevue	TESC	.3
Big Bend	TESC	.3
Ft. Steilacoom	TESC	.3
Olympic	TESC	.4
Highline	TESC	.5
Edmonds	TESC	.5
Green River	TESC	.6

were not accepted, or when transferring to The Evergreen State College where only .7 average credits were lost.

Students transferring from certain community colleges into the four-year institutions lost more credit than did others. Table 4 presents both low and high general credit loss when transferring from community colleges. Big Bend students suffered high credit loss when transferring to the universities. Bellevue and North Seattle Community College students generally lose fewer credits upon transfer. Other instances of high and low credit loss may be observed by studying Table 4, although no other general patterns can be identified.

B. Excess Credit (Credit Not Applied Toward Graduation)

Excess credit is that credit which exceeds the maximum credit transferable to a particular institution. Each of the four-year institutions has a policy stating that all students transferring from two-year schools will be required to do at least two year's work (60 semester credit hours or 90-96 quarter credit hours) at a four-year degree granting institution. Therefore, each of the four-year institutions has a maximum number of credits transferable from community colleges. Excess credit is not related to course content, but is dependent upon the acceptance policy of the four-year institution. Generally, the excess credit is not really lost per se--it is counted as "X" or elective credit--but does not apply to the number of credits which must be earned toward graduation.

The study finds that excess credit is lower over-all than credit lost for general reasons; 3.0 as compared to 4.1 average credits lost. (See Table 5.)

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TABLE 5

EXCESS CREDIT NOT APPLIED TOWARD GRADUATION
Students Transferring Fall, 1971

RECEIVING INSTITUTION Four-Year Public Institutions	# Credits Earned	# Credits Lost	# Transfers	# Losing Credit	# Losing No Credit	Average Credit Lost for Total Transfers
University of Washington	134,048	5815	1542	535	1007	3.8
Washington State University	54,509*	1761	691	202	489	2.5
University Total	188,557*	7576	2233	737	1496	3.4
Central Washington State College	55,635	2499	755	314	441	3.3
Eastern Washington State College***	24,163	553	337	84	253	1.6
Western Washington State College	n/d	2257	813**	175	638	2.8
The Evergreen State College	15,248	431	249	38	211	1.7
College Total	95,046	5740	2154	611	1543	2.7
GRAND TOTAL	283,603	13,316	4387	1348	3039	3.0

*The difference between General Credit Loss and # Credits Earned is due to the fact that credits earned at other than the previous school were added.
**Western Washington State College figure was taken from Mobility of Undergraduate College Students Between Washington Colleges and Universities, Fall, 1971. Washington Council on Higher Education, January, 1973.
***Eastern Washington State College data include sample only.

A high average of 3.8 credits was not applied toward graduation of students transferring to the University of Washington. Other significant amounts of credit not applied were found when transferring to Central Washington State College, 3.3 average, and Western Washington State College, 2.8 average. Schools having a low number of credits not applied toward graduation were Eastern Washington State College and The Evergreen State College, both with a 1.6 average.

Students from several community colleges could be isolated as having high excess credit (credit which exceeds the maximum transferable to a four-year institution):

Average Excess Credit Not Accepted

Big Bend	6.8	Olympic	4.7
Lower Columbia	5.3	Grays Harbor	4.5
Edmonds	5.2	Shoreline	4.5
Green River	4.8		

This high average excess credit not applied toward graduation bears little significance to the particular institutions mentioned, except as a possible reflection on counselling. (Students might build up large amounts of credit not realizing it would not transfer.) The problem is more accurately related to factors affecting the general mobility of the student, in that the student may delay transferring to a four-year institution due to its geographical location or the extra expenses involved. It could also reflect the length of time a student attends the community college before making a decision to enter a four-year institution. Timing of decision-making can be a significant factor in credit loss. This factor will be seen also in student delay in deciding on a major, since this study finds that students not declaring majors lose significant amounts

of credit in transfer. These suppositions regarding excess credit loss cannot be taken as valid, however, without future detailed study of factors involved.

In a limited fashion, excess credit not applied toward graduation was compared to the class standing of the student transferring. Such data were available for students transferring to the public universities only. Table 6 shows that seniors lost the most excess credit. This is quite understandable, since the senior student at a two-year institution would naturally accumulate more credit in excess of the maximum transferable to a four-year institution.

It is also noticeable that senior students have a higher average excess credit loss when transferring to the University of Washington (31.4--seniors) than when transferring to Washington State University (3.5--seniors). This is probably due to the policy at the University of Washington that the maximum number of credits acceptable is based on the last institution attended. If the last college attended is a community college, even though part of the credits being transferred were earned at a four-year institution, only 90 credits are accepted in transfer. Washington State University accepts 135 credits from four-year institutions, regardless of when they are earned, so long as at least 45 credits are earned in residency.

C. Summary of Total Credits Not Applied, Combining General Credit Not Accepted and Excess Credit Not Applied Toward Graduation

The summary of "Total Credit Not Accepted" is particularly important because Western Washington State College data are included which, due to

TABLE 6

EXCESS CREDIT LOSS IN RELATION TO CLASS STANDING

RECEIVING INSTITUTION	Level	# Transfers	# Losing Credit	# Losing No Credit	# Credit Earned	# Credit Lost	Average Credit Lost for Total Transfers
University of Washington	Freshman	83	0	83	1,920	0	0
	Sophomore	592	0	592	42,697	0	0
	Junior	824	502	322	82,824	4,401	5.5
	Senior	38	29	9	5,667	1,194	31.4
	Senior Plus	5	4	1	940	130	26.0
	TOTAL	1,542	535	1,007	134,048	5,815	3.8
Washington State University	Freshman	95	0	95	2,924	0	0
	Sophomore	258	0	258	17,175	0	0
	Junior	327	192	135	32,557	1,447	4.4
	Senior	8	8	0	1,232	283	3.5
	Senior Plus	3	2	1	621	31	10.3
	TOTAL	691	202	489	54,509	1,761	2.5
University Public Total	Freshman	178	0	178	4,844	0	0
	Sophomore	850	0	850	59,872	0	0
	Junior	1,151	694	457	115,381	5,938	5.2
	Senior	46	37	9	6,899	1,477	32.1
	Senior Plus	8	6	2	1,561	161	20.1
	TOTAL	2,233	737	1,496	188,557	7,576	3.4

component difficulties, are incomparable in other instances. The figures in Table 7 which combine general credit not accepted with excess credit are all comparable. The "total number of students losing credit" figure is generally high for all four-year institutions in the table since some students lose credit both for residency requirement restrictions and for general credit loss reasons and, therefore, students losing credit could have been counted twice. This makes the figures for average credit lost by transfers losing credit low.

From observing average credit loss for general or excess credit reasons, it can be stated that those students transferring to universities lose more credit than those transferring to the public colleges. Students transferring to the University of Washington lose the greatest amount of credit, 9.6 average credits lost. Students transferring to Western Washington State College also have a high percentage of credit lost, an average of 7.1 credits. Low credit loss occurs when transferring to Eastern Washington State College 5.1 average credits lost, or when transferring to The Evergreen State College where an average of only 2.5 credits is lost.

It is also significant to state that when computing average credit lost by only the students losing credit we find that, over-all, the transfer student who does lose credit loses an average of 9.7 credits.

It should be noted that when the individual student loses credit at Western Washington State College and The Evergreen State College, that person tends to lose a large amount of credit (11.5 and 10.1). However, the average credit lost in relation to the total students transferring to those institutions drops to 7.1 and 2.5 credits lost respectively; thus indicating that fewer students lost credit in the first place.

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TABLE 7

SUMMARY OF GENERAL CREDIT NOT ACCEPTED AND
EXCESS CREDIT NOT APPLIED TOWARD GRADUATION
Students Transferring Fall, 1971

RECEIVING INSTITUTION Four-Year Public Institutions	# Losing Credit	# Credits Lost	Transfers Losing Credit Average Credit Lost	# Transfers	Average Credit Lost for Total Transfers
University of Washington	1,415	14,879	10.5	1,542	9.6
Washington State University	507	4,440	8.8	691	6.4
University Total	1,922	19,319	10.1	2,233	8.7
Central Washington State College	556	4,199	7.6	755	5.6
Eastern Washington State College**	209	1,716	8.2	337	5.1
Western Washington State College	505	5,807	11.5	813*	7.1
The Evergreen State College	61	616	10.1	249	2.5
College Total	1,331	12,338	9.3	2,154	5.7
GRAND TOTAL	3,253	31,657	9.7	4,387	7.2

*Western Washington State College figure was taken from Mobility of Undergraduate College Students Between Washington Colleges and Universities, Fall, 1971. Washington Council on Higher Education, January, 1973.
**Eastern Washington State College data included sample only.

These figures are all comparable; however, it must be noted that some students were counted twice, since they lost credit both due to excess credit not applicable toward graduation and for general credit loss reasons.

D. General Credit Not Accepted Variable Breakdown

A breakdown of "general credit not accepted" variables is valuable in determining which factors contribute to credit loss. Community college transfers to Washington four-year public institutions were examined in these areas: specific reason categories of credit loss, specific courses not readily transferable, major area of study, sex, and grade point average.

1. Reasons for Credit Not Accepted
(Data from all public four-year institutions available)

Attempting to discover the reasons for credit loss is, of course, the major purpose of the transfer of credit study. Aside from excess credit not applied toward graduation, there is a range of credit not accepted for general reasons: high school remedial, high school duplication, vocational-technical, religious, and hyphenated or sequential courses. These terms have been previously explained in this paper in the section on data analysis, page 24. The section immediately following this demonstrates which courses actually fall into the above categories. (See Table 9.)

The study finds that students from community colleges transferring to four-year institutions lost more credit if they had taken courses in the high school remedial area. This is reflected in Table 8 which shows high school remedial course credit loss to be 36.8% of the total credit lost by students transferring. Vocational-Technical courses were the next highest area of credit lost, 16.4%. Combinations of high school remedial and vocational-technical courses further indicate the high degree of credit loss in these areas. Hyphenated, sequential courses and religious courses accounted for an insignificant amount of lost credit.

TABLE 8

REASONS FOR CREDIT LOST
BY COURSE SUMMARY

Receiving institutions: University of Washington
Washington State University
Central Washington State College
Eastern Washington State College
The Evergreen State College
(Western Washington State College data not comparable)

Sending institutions: Washington Community Colleges

	Percentage of Total Credit Lost by Transfer Students
High School Remedial	36.8%
Combination H.S. Remedial & Voc. Tech.	28.1%
Vocational - Technical	16.4%
Combination H.S. Remedial & H.S. Duplication	7.4%
Other (differing combinations of the above)	6.0%
High School Duplication	4.5%
Hyphenated, Sequential Courses	.4%
Religious Courses	.3%
Combination H.S. Remedial & Religious	.1%
	100.0%

It might be inferred from the study that in every case where credit is lost by community college students transferring to the four-year public institutions, it appears to be lost for good reason: The credit does not appear to be applicable to baccalaureate work. High school remedial courses were never intended to be bona fide collegiate work, but are necessary in assisting students to meet the more rigorous demands of college work leading to a baccalaureate degree. For some students this involves

remedial work, repetition of courses, completion of high school and the opportunity to explore vocational-occupational fields which may or may not serve their ultimate objectives. Like remedial programs, many vocational-technical courses do not fit into the accepted criteria of four-year academic work, and the credit is therefore disallowed when transferring. However, a review might be helpful to ascertain the relationship between two-year programs and new thrusts in four-year vocational degree areas.

While there may be little argument in credit rejection for courses which are categorized as below college level, or which are vocational and technical in nature, there may be considerable disagreement as to which courses fall into these categories and should not be applied toward a baccalaureate degree. The following section lists the kinds of courses which fall into the categories of high school remedial, vocational-technical and community and public service.

2. Survey of Actual Courses Not Readily Transferred
(Data from all public four-year institutions available)

Individual courses transferred from the Washington community colleges in 1971 were examined for transferability. Typical transfer courses not accepted from Washington community colleges are listed in Table 9. These courses are grouped under three main headings: 1) High School Remedial, 2) Community Service, and 3) Vocational-Technical. Vocational-technical courses are further categorized into five other units. Additional breakdown of the vocational-technical credit loss by category and by individual institution can be seen in Table 10.

Each four-year institution has somewhat different courses which are not acceptable. For instance, the University of Washington, the medical education center for the state, receives more students with an accumulation of unacceptable

TABLE 9

TYPICAL TRANSFER COURSES NOT ACCEPTED
WASHINGTON COMMUNITY COLLEGE SURVEY

I. HIGH SCHOOL REMEDIAL

English
Humanities
Writing
Speech
Communications
Learning Skills
Bridge Courses
Career Planning
Languages - Repeat
Reading
Math Refresher
Algebra
Geometry
Chemistry
Psychology
Human Relations
Individual Development
Sociology
Social Science Orientation
American Problems

II. COMMUNITY SERVICE

English Second Language
Sign Language
State Government
Military
Physical Education
Recreation
Karate
Safe Driving
Speed Reading
Crafts
Sewing
Guitar

III. VOCATIONAL-TECHNICAL

A. MECHANICAL ENGINEERING

Aerospace
Aviation
Arc Welding
Auto Mechanics
Building Construction
Carpentry
Drafting
Electronics
Engineering
Engineering Technology
Graphic Art
Industrial Technology
Manufacturing Technology
Metals
Physics
Quality Control
Radio
Slide Rule
Technical Drawing
Technical Math

B. SCIENCE

Horticulture
Food
Home Economics
Forestry
Fisheries
Biology
Biology Technology

C. HEALTH

Nursing
Occupational Therapy
Medical Assistant
Dental Hygiene

D. PUBLIC SERVICE

Law
Law Enforcement
Police Science
Early Childhood Education
Transportation

E. BUSINESS AND COMMERCE

Journalism
Business Math
Business Administration
Management
Middle Management
Business Law - Repeat
Business Art
Communications
Accounting
Bookkeeping
Secretarial Studies
Typing
Real Estate
Waiter
Stewardess
Grocery Clerking
Photography
Distribution Education
Transportation
Career Planning
Grooming

TABLE 10

VOCATIONAL-TECHNICAL-OCCUPATIONAL
CREDITS NOT ACCEPTED FROM
WASHINGTON COMMUNITY COLLEGES
1971

	Data Processing	Health	Mech. Eng.	Science	Business	Public Service	VOC.-TECH. TOTAL
University of Washington	54	519	379	13	296	50	1311
Washington State Univ.	0	0	192	0	10	34	236
Western Wash. St. College	73	31	1194*	73	439	32	1842
Central Wash. St. College	53	0	198	3	103	36	393
The Evergreen St. College	0	5	0	4	38	0	47
TOTAL	180	555	1963	93	886	152	3829

Eastern Washington State College data not comparable; collected from a sample of transfer students.

This is an incomplete survey, since a specific course breakdown was not provided in every case.

*At Western Washington State College the transfer student, initially upon registering, loses technology credit; however, this credit may be restored by the Technology Department when appropriate.

health credits. Washington State University, having a large computer center, is able to assimilate more students with data processing backgrounds, as evidenced by virtually no restrictions resulting in credit loss in that area. Of course, the Table 10 figures are approximate, since a specific course breakdown was not supplied for every transfer student.

Table 11 presents course problem areas in which credits were not readily transferred. Many of the credits not accepted were in the vocational-technical area. Electronics was responsible for the heaviest credit loss where 1,099 credits were lost. Also in the vocational-technical area, basic business management and math courses and health related courses were rarely transferred. Many of the nursing students lost credit in the health area.

High school remedial courses were not accepted by the four-year institutions. Most of this credit loss involved basic learning skills, such as English composition, math and algebra, and reading.

Some mention must be made of community service and religious categories, although few of the courses with credit lost during transfer fit into these two categories. The community service category is sort of a catch-all for courses generally non-academic in nature. (See Table 9.) Only 2.5% of the credits lost in transfer were in this area. (See Table 11.) This suggests that persons taking community service courses do so for personal enrichment and leisure activity, and do not intend to transfer these credits. There also may be clear communication that community service courses will not transfer.

Some religion courses were not accepted when evaluated, but these were usually courses not taken at the community colleges, but rather at Bible

TABLE 11

FREQUENCY DISTRIBUTION OF
COURSE TRANSFER PROBLEM AREAS
WASHINGTON COMMUNITY COLLEGES
1971

		Percent Total Credit Lost In Course Problem Areas
HIGH SCHOOL REMEDIAL		
English/Writing	610 credits lost	10.6%
Math/Algebra	487 credits lost	8.4%
Reading	244 credits lost	4.2%
Psychology/Sociology-Human Relations	93 credits lost	1.6%
Individual Development	39 credits lost	.7%
Learning Skills/Bridge	27 credits lost	.5%
Other	251 credits lost	4.3%
SUBTOTAL	1751 credits lost	
VOCATIONAL-TECHNICAL-OCCUPATIONAL		
Electronics	1099 credits lost	19.0%
Nursing	501 credits lost	8.7%
Business/Management	396 credits lost	6.9%
Data Processing	180 credits lost	3.1%
Public Service	152 credits lost	2.6%
Photography	103 credits lost	1.8%
Law Enforcement/Police Science	100 credits lost	1.7%
Secretarial Studies/Typing	96 credits lost	1.7%
Science	93 credits lost	1.6%
Business Math	48 credits lost	.8%
Other	1061 credits lost	18.4%
SUBTOTAL	3829 credits lost	
COMMUNITY SERVICE	142 credits lost	2.5%
RELIGION	57 credits lost	1.0%
GRAND TOTAL	5779 credits lost	100.0%

colleges from which students had previously transferred. Courses in religious philosophy from the Washington community colleges are generally acceptable.

A few courses from the community colleges were consistently not accepted at any of the state four-year institutions. (See Table 12.) These courses were law enforcement, human relations, electronics and photography. Of course, the non-acceptance often depends on the academic level of the course transferred. For example, Central Washington State College accepts almost all courses numbered above 100, including electronics.

Two community colleges had transferability problems with two specific courses. Bellevue Community College's individual development course and Shoreline Community College's humanities course failed to transfer.

3. Major
(Data supplied by University of Washington, Washington State University and Central Washington State College.)

Table 13 isolates the majors in which transfer students from the community colleges lose the most credit. Those students not declaring a major lose the most credit (27.3% of all credit lost in transfer is lost by students not declaring a major). This is due to the fact that when these students enter a four-year institution they declare a major and many of the courses they have previously taken do not apply toward their major. Also, a student who has no major is probably more likely to take a wider variety of introductory courses.

TABLE 12

TRANSFER COURSES CONSISTENTLY REJECTED

SPECIFIC TROUBLE:

Trouble in acceptance of Bellevue's individual development course.
Trouble in acceptance of Shoreline's humanities course.

COURSES NOT ACCEPTED BY ANY OF THE FOUR-YEAR INSTITUTIONS:

Law Enforcement
Human Relations
Electronics
Photography

COURSES CONSISTENTLY NOT ACCEPTED:

University of Washington:
High School Remedial:
- Reading
- Math Refresher
- English Refresher
- Fund. Psychology
- Fund. Chemistry
- Human Relations
- Learning Skills

Other:
- Nursing
- Aviation
- Slide Rule
- Electronics
- Journalism
- Sec. Studies & Skills
- Business Admin./Math.
- Law Enforcement
- Military
- Religion

CWSC:
High School Remedial:
- Human Relations
- English-Writing
- Reading
- Algebra/Math.

Other:
- Photography
- Bookkeeping
- Sec. Skills
- Electronics
- Law Enforcement

WSU:
Electronics
Photography
Law Enforcement

WWSC:
High School Remedial:
- Human Relations

Other:
- Business
- Management
- Photography
- Data Processing
- Electronics
- Law Enforcement
- Fisheries
- Forestry
- Aviation

TESC:
High School Remedial:
- Algebra
- English

Other:
- Business

TABLE 13

MAJOR TOTAL TABLE

*Receiving Institutions: University of Washington
Washington State University
Central Washington State College

Sending Institutions: Washington Community Colleges

	Percentage of Total Credit Lost by Transfer Students
No Major	27.3%
Business - Management	14.5%
Engineering	11.2%
Education	10.2%

MAJORS WITH HIGHEST CREDIT NOT ACCEPTED
BY INDIVIDUAL INSTITUTIONS

University of Washington

No Major	32.6%
Business - Management	15.2%
Engineering	12.3%
Health	8.7%

Washington State University

Agriculture - Natural Resources	19.8%
Engineering	14.5%
No Major	14.3%
Business - Management	10.7%

Central Washington State College

Education	44.2%
No Major	19.4%
Business - Management	16.2%

*Data available only for these three institutions.

Students with business and management majors lose significant amounts of credit upon transferring (14.5% of all credit lost), as do those students in engineering and education (11.2% and 10.2% of the total credits lost in transfer). The findings indicating the majors in which there is high credit loss correspond with the previous section which demonstrated significant credit lost in business-management and engineering courses. Since students taking courses in both the business-management and engineering subjects and students who are majoring in these same subjects are having large amounts of credit not accepted in transfer, this might be a serious problem.

Among the three four-year institutions studied for this variable, there are three additional major areas of study in which students lose considerable credit in the transferring process. (See lower half of Table 13.) Students transferring to the University of Washington lose credit if majoring in the health area. Students with agriculture and natural resource majors lose the most credit when transferring to Washington State University. Students transferring from community colleges with education majors lose 44.5% of the total credit lost by all transfer students entering Central Washington State College.

4. Sex
(Data supplied by University of Washington, Washington State University, Central Washington State College, Eastern Washington State College and The Evergreen State College.)

Sex was not found by this study to be a major determinant in credit loss. Table 14 shows that women tended to lose less credit when compared to men; 3.1 average credit lost as compared to 4.5 average credit lost for men.

5. Grade Point Average
(Data supplied by University of Washington, Washington State University and Central Washington State College.)

The grade point average variable was placed into several levels:

G.P.A. Range	Level	
0	1	
1 - 1.99	2	
2 - 2.49	3	
2.5 - 2.99	4	(See Table 15.)
3 - 3.49	5	
3.5 - 4.00	6	

Examination of Table 15 shows that transfer students with low grade point averages (levels 1,2 and 3 or 1.0 - 2.5) lose the most credit; while transfer students with the higher grade point averages (levels 4, 5 and 6 or 2.5 - 4.0) lose the least credit. This would suggest that students with low grade point averages tend to have accumulated more courses, remedial or high school completion, which are unacceptable for a four-year degree program.

TABLE 14

Community Colleges Sending

GENERAL CREDIT NOT ACCEPTED (SEX)

RECEIVING INSTITUTION Four-Year Public Institutions	Sex	# Credits Earned	# Credits Lost	# Transfers	# Losing Credit	# Losing No Credit	Total Transfers Average Credit Lost
University of Washington	M 1132	101,198	7,084	1,132	674	458	6.3
	F 410	32,850	1,980	410	206	204	4.8
Washington State University	M 504	37,374	2,258	504	227	277	3.6
	F 187	13,324	421	187	78	109	1.5
University Total	M 1636	138,572	9,342	1,636	901	735	5.7
	F 597	46,174	2,410	597	284	313	4.0
Central Washington State College	M 481	35,892	1,140	481	155	326	2.4
	F 274	19,743	560	274	87	187	2.0
Eastern Washington State College (Sample)	M 250	18,322	1,007	250	101	149	4.0
	F 87	5,841	156	87	24	63	1.8
The Evergreen State College	M 201	12,649	180	201	20	181	.9
	F 48	2,599	5	48	3	45	.1
College Total	M 932	66,863	2,327	932	276	656	2.5
	F 409	28,183	721	409	114	295	1.8
GRAND TOTAL	M 2568	205,435	11,669	2,568	1,177	1,391	4.5
	F 1006	74,357	3,131	1,006	398	608	3.1

TABLE 15

Community Colleges Sending

GENERAL CREDIT NOT ACCEPTED (GRADE POINT AVERAGE)

RECEIVING INSTITUTION* Four-Year Public Institutions	GPA Level	# Credits Earned	# Credits Lost	# Transfers	# Losing Credit	# Losing No Credit	Total Transfers Average Cr. Lost
University of Washington	1	0	0	0	0	0	0
	2	3,560	327	44	24	20	7.4
	3	37,540	3368	416	275	141	8.1
	4	45,167	2789	513	303	210	5.4
	5	34,123	1933	406	195	211	4.8
	6	13,658	647	163	83	80	4.0
Washington State University	1	0	0	0	0	0	0
	2	20	10	2	1	1	5.0
	3	12,834	809	174	85	89	4.6
	4	20,306	984	278	131	147	3.5
	5	12,942	543	175	60	115	3.1
	6	4,320 (276)**	125 (208)	59 (3)	25 (3)	34	2.1
Central Wash. St. College	1	46	0	1	0	1	0
	2	918	48	16	7	9	3.0
	3	19,585	812	257	109	148	3.2
	4	20,970	524	285	87	198	1.8
	5	9,925	213	136	26	110	1.6
	6	4,180 (11)	103	59 (1)	13	46 (1)	1.7
GRAND TOTAL	1	46	0	1	0	1	0
	2	4,498	385	62	32	30	6.2
	3	69,959	4989	847	469	378	5.9
	4	86,443	4297	1076	521	555	4.0
	5	56,990	2689	717	281	436	3.8
	6	22,158 (287)	875 (208)	281 (4)	121 (3)	160 (1)	3.1

Key GPA

Range	Level
0	1
1-1.99	2
2-2.49	3
2.5-2.99	4
3-3.49	5
3.5-4.00	6

*Data available for only three institutions.
**Numbers in parentheses are those persons for whom no GPA was given.

E. Transfer of Credit Within a Four-Year Institution

Two institutions were asked to provide data regarding students transferring from colleges in Washington besides the two-year community colleges. Washington State University and Western Washington State College provided information on students transferring from public and private four-year institutions into their institutions. The data are limited, however, because Western Washington State College in fall, 1971, evaluated only five transfer students from three private colleges in Washington. Therefore, the only significant data on this subject are from Washington State University and it is, therefore, difficult to relate the findings to other institutions.

Analysis of Washington State University data (Table 16) shows that students who transfer from a four-year institution into a four-year institution lose very little credit for general reasons (.3 average credit lost), but they do lose a significant amount of excess credit not applied toward graduation (4.5 average credits lost). In fact, when comparing the excess credit lost by the community college transfers to Washington State University (2.5 average credits lost), the transfers from four-year institutions lose almost twice as much credit.

TABLE 16

TRANSFER OF CREDIT WITHIN FOUR-YEAR INSTITUTIONS
WASHINGTON STATE UNIVERSITY

Four-Year Sending - WSU Receiving	# Credit Earned	# Credit Lost	# Transfers	# Losing Credit	# Losing No Credit	Average Credit Loss	
4-Year Univ. Total	2,446	0	34	0	34	0	GENERAL CREDIT NOT ACCEPTED
4-Year College Total	7,996	32	130	9	121	.2	
4-Year Public Total	10,462	32	164	9	155	.2	
4-Year Private Total	5,793	33	80	11	69	.4	
GENERAL CREDIT LOST 4-Year Total	16,255	65	244	20	224	.3	
4-Year Univ. Total	2,883	391	34	8	26	11.5	EXCESS CREDIT NOT APPLIED TOWARD GRADUATION
4-Year College Total	8,408	360	130	6	124	2.7	
4-Year Public Total	11,291	751	164	14	150	4.6	
4-Year Private Total	6,101	341	80	8	72	4.3	
RESIDENCE CREDIT LOST 4-Year Total	17,392	1092	244	22	222	4.5	

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APPENDICES

CHART 1

TRANSFER OF CREDIT
POLICIES AND PRACTICES
1972
FOUR-YEAR PUBLIC INSTITUTIONS

Inst.	G.P.A. Req. for Transf.	Credits to Satisfy Residency Requirement	Minimum* Credits for Graduation	Minimum Credits Req. in 4-Yr. Public Inst.	Parallel Courses	Unmatched College-Level Courses	Other College-Level Courses
UW	2.0	45	180	90	Accepted as equivalent.	Accepted as dept. or area electives.	Accepted as unidentified electives for use as free electives toward degree as permitted by curriculum and college concerned. Approval of department necessary.
WSU	2.0 if over 75q. or 50s. hrs. 2.3 if less than 75q. or 50s. hrs.	45 (30 sem.)	180 + PE (120 sem.)	90	Accepted as equivalent.	Accepted as electives.	Credit granted for courses that are labeled college level by sending institution. Courses numbered 100 or above are usually transferable.
WWSC	2.0	45	180	90	Accepted as equivalent.	Accepted as electives.	College-level courses offered at accredited institutions usually transfer. WWSC has agreed that an AA degree earned at 22 community colleges in Washington satisfy all general education requirements.

*Additional requirements may be required by department.

Inst.	G.P.A. Req. for Transf.	Credits to Satisfy Residency Requirement	Minimum* Credits for Graduation	Minimum Credits Req. in 4-Yr. Public Inst.	Parallel Courses	Unmatched College-Level Courses	Other College-Level Courses
EWSC	2.0	45	180	90	Accepted as equivalent.	Applicability of credits determined by departments concerned.	Courses from accredited inst. usually transferable. Determination made by department concerned.
CWSC	2.0	45	180	90	Accepted as equivalent.	Accepted as elective credit.	From community colleges, courses accepted for credit up to 90 hrs. max. Evaluation of credits to meet major/minor requirements is made by department concerned.
TESC	Student must be in good standing at the last attended college or university.	45 (9 units)	180 (36 units)	90	College-level credits from accredited 4-year institutions will be accepted up to a maximum of three full-time academic years. Credits accepted by transfer are applicable to the TESC baccalaureate degree regardless of concentration of that work into major or minor fields		

*Additional requirements may be required by department.

CHART 2

TRANSFER OF CREDIT POLICY SUMMARY (SUPPLEMENT)
FOUR-YEAR PUBLIC INSTITUTIONS

Military Service School

UW	Max. 30 credit hours as free electives.
WSU	No credit.
WWSC	Max. 30 quarter credits as electives may be applied on major with department approval.
CWSC	Max. 18 quarter hours credit for courses recognized in "Guide to Educational Experiences in the Armed Forces".
EWSC	No credit.
TESC	Full credit.

Military Experience

UW	No credit.
WSU	No credit; waive P.E. requirement.
WWSC	No credit.
CWSC	Max. 12 quarter hours credit for one or more years active duty.
EWSC	Max. 15 quarter hours credit granted for P.E. and Military Science for for two or more years active duty (assuming credit not earned previously.)
TESC	No credit.

Peace Corps, VISTA

UW	Individual consideration.
WSU	Partial credit for courses equivalent of WSU courses.
WWSC	Credit given for courses taken at accredited colleges and universities.
CWSC	Credit given for courses taken at accredited colleges and universities.
EWSC	No credit.
TESC	Credit given for courses taken at accredited colleges and universities.

U.S.A.F.I.

UW	Max. 45 quarter hours credit.
WSU	Full credit for all college-level courses.
WWSC	Full credit for all college-level courses.

CWSC Full credit for all college-level courses.

EWSC Full credit for U.S.A.F.I. correspondence courses.

TESC Full credit for college-level courses.

Industrial Experience

CWSC Max. 45 quarter hours credit granted toward baccalaureate degree based on individual examination.

EWSC Credit granted to students qualifying for and enrolled in the General Studies, Option B, degree program (no amount specified).

TESC Individual consideration for collegiate credit.

Correspondence Courses (Independent)

UW Max. 45 quarter hours from another school.

WSU Full credit.

WWSC Max. 45 quarter hours of college-level courses via extension and/or correspondence.

CWSC Max. 45 quarter hours for college-level extension and/or correspondence study allowed toward baccalaureate degree.

EWSC Max. 45 quarter hours for college-level courses.

TESC Full credit.

Extension or Adult Education

UW Individual consideration.

WSU Full credit for college-level courses.

WWSC Max. 45 quarter hours for college-level courses via extension and/or correspondence.

CWSC Max. 45 quarter hours for college-level extension and/or correspondence study allowed toward baccalaureate degree.

EWSC Max. 45 quarter hours for college-level courses.

TESC Full credit.

Credit by Examination: e.g., Challenge, Special Validation

UW Full credit from an accredited college or university.

WSU Full credit up to 45 quarter hours for Challenge exam.

WWSC Full credit.

CWSC Full credit as granted by accredited institution.

EWSC Full credit.

TESC Full credit from an accredited college or university.

Advanced Placement

UW Credit and/or placement at discretion of department concerned.

WSU Up to 24 quarter hours for grade of "3" or better on CEEB-AP. Credit also granted for local exams.

WWSC Full credit granted for AP credit awarded by other accredited institution (CEEB-AP scores of "3" or higher required.)

CWSC Full credit for grade of "3" or better on CEEB-AP in certain subject areas; or if noted on official high school record.

EWSC Full credit.

TESC Credit granted for grades of "3" or better on CEEB-AP.

C.L.E.P.

UW 9 credits of area elective for each score of 500 or above allowed on admission. Application depends on the curriculum selected. Acceptance authorized on individual basis by department concerned. Credit recorded on transcript:
CLEP: Nat. Sci. - 9, Hum. - 9, Soc. 110 - 5.

WSU Up to 45 quarter hours for a score of 35% or more. Maximum of 9 quarter hours credit for each exam, subject to review and recorded by department offering the course. Credit recorded on transcript: No grade.

WWSC
CWSC
EWSC Policy for C.L.E.P. under consideration.

TESC Two (2) Evergreen units (10 quarter credits) awarded for each general exam scored at 35% or more. Maximum of nine (9) Evergreen units (45 quarter credits) awarded for successful general exams. Credit for subject exams granted by Academic Administration. Credit recorded on permanent academic records.

CHART 3

TRANSFER OF CREDIT
POLICIES AND PRACTICES
1972
WASHINGTON PRIVATE COLLEGES AND UNIVERSITIES

Inst.	G.P.A. Req. for Transfer	Credits Satisfy Residency Requirement	Minimum* Credits for Graduation	Minimum Credits Req. in 4-Yr. Institutions	Parallel Courses	Unmatched College-Level Courses	Other College-Level Courses
Fort Wright	2.0	28 sem. hrs.	120 sem. hrs.	n.a.	Accepted as equivalent.	Accepted as elective cr.	Courses from accredited inst. usually transferable.
Gonzaga	None*	45 (30 sem.)	193 (128 sem.)	n.a.	Accepted as equivalent.	Accepted as elective cr.	Credit is usually granted for courses that are listed as college-level by the sending inst. For other than elective cr. the approval of dept. is required.
Northwest	2.0	45	180 + P.E. (120 sem.)	n.a.	Accepted as equivalent.	Accepted as dept. or area electives.	Credit granted for courses that are university-level labeled by sending inst. Courses numbered 100 or above are usually transferable.
Pacific Lutheran	2.0	28 sem hrs.	128 sem. hrs.	64	Accepted as equivalent.	Accepted as electives.	Credit accepted for courses that are identified as university-level. Schools and depts. evaluate acceptability toward major.
St. Martin's	2.0	45 (30 sem.)	180 (120 sem.)	90 (60 sem.)	Accepted as equivalent.	Accepted as dept. or area electives.	Credit granted from 4-year accredited institution. AA degree from most Washington Community Colleges satisfy first two years.

Inst.*	G.P.A. Req. for Transfer	Credits Satisfy Residency Requirement	Minimum* Credits for Graduation	Minimum Credits Req. in 4-Yr. Institution	Parallel Courses	Unmatched College-Level Courses	Other College-Level Courses
Seattle Pacific	2.0	45	186	90	Accepted as equivalent.	Accepted as elective or as approved by dept.	Courses from accredited 4-year inst. usually transferable. Courses from unaccred. inst. must be validated and approved by dept. concerned.
Seattle Univ.	2.0	45	180	90	Accepted as equivalent.	Accepted as elective cr.	Accepted as electives.
Sulpician	2.0	48	180	90	Accepted as equivalent.	Accepted as electives.	Accepted as unident. electives for use as free electives toward degree as permitted by curriculum and college concerned. Approval of the dept. necessary.
Univ. Puget Sound	2.0	45 (9 units)	180 (36 units)	90 (18 units)	Accepted as equivalent.	Accepted as electives.	Courses numbered 100 or above are usually transferable. 90 hr. max. from community colleges. AA degree from 17 Wash. Community Colleges satisfies general studies requirements.
Walla Walla	2.0	36 Qtr. hrs. in 3 consecutive quarters.	192	96	Accepted as equivalent.	Accepted as electives.	Credit granted for any course labeled as transferable to 4-year colleges and universities.
Whitworth	2.0	42.5 (8.5 units)	185 (37 units)	90 (in 4-year inst.)	Accepted as equivalent.	Accepted as electives.	From community colleges, courses accepted for credit up to 90 hrs. plus P.E. max. Evaluation of credits to meet maj. requirements made by dept. concerned.

*Whitman - no response.

CHART 4

TRANSFER OF CREDIT POLICY SUMMARY (SUPPLEMENT)
PRIVATE FOUR-YEAR INSTITUTIONS

Military Service School

Ft. Wright	No credit.
Gonzaga	Credit given according to recommendations in "Guide to Education" provided that the courses are applicable to the student's degree program.
Northwest	Max. 18 quarter hours credit for courses recognized in "Guide to Educational Experiences in the Armed Forces."
Pacific Lutheran	Credit allowed as recommended in Turner Guide up to 30 semester hours military credit and USAFI combined.
St. Martin's	Full credit for courses recognized in Turner's "Guide to Educational Experiences in the Armed Forces." (65 credit maximum)
Seattle Pacific	Credit for courses recognized in "Guide to Educational Experiences in Armed Forces" upon approval of department concerned.
Seattle University	Must be petitioned for--some credit allowed.
Sulpician	Full credit.
Univ. Puget Sound	Maximum 6 units (30 quarter hours) military and USAFI combined.
Walla Walla	Approval on Individual basis by Academic Standards Committee.
Whitworth	Credit for courses recognized in "Guide to Educational Experiences in the Armed Forces"; however, military school, correspondence, extension and military experience not to exceed a total of 9 units (30 semester hours).

Military Experience

Ft. Wright	No credit.
Gonzaga	Maximum of 9 credit hours accepted as P.E. or Military Science.
Northwest	Maximum 8 quarter hours credit granted for P.E. and Hygiene for two or more years' active duty (assuming credit not earned previously)
Pacific Lutheran	Credit given for P.E.
St. Martin's	Commissioned personnel receive 24 credits for completion of OCS; an additional six credits for completion of at least one year of commissioned service. Enlisted and Warrant Personnel receive 12 credits. (Max. 65 credit hours for Military Exp. and Testing.)
Seattle Pacific	No credit.
Seattle University	No credit.

Sulpician	No credit.
Univ. Puget Sound	1 unit (5 quarter hours); 3.6 units (18 quarter hours) adv. military for commissioned officers, for Physical Education.
Walla Walla	No credits; waive P.E. requirement upon presentation of discharge to the Registrar.
Whitworth	Max. 12.5 granted for P.E., Military Science and Health Education.
Peace Corps, VISTA	
Ft. Wright	No credit.
Gonzaga	No credit given.
Northwest	No credit.
Pacific Lutheran	Credit given for courses taken at accredited colleges and universities.
St. Martin's	No credit.
Seattle Pacific	Credit consideration to individual situation.
Seattle University	No credit unless student has taken college-level courses.
Sulpician	No credit.
Univ. Puget Sound	Credit given for courses taken at accredited colleges and universities.
Walla Walla	No credit.
Whitworth	No credit.
U.S.A.F.I.	
Ft. Wright	Full credit.
Gonzaga	Max. of 6 credit hours if student ranks in 75th percentile.
Northwest	Full credit for all college-level courses.
Pacific Lutheran	Credit for college level courses up to 30 semester hours USAFI and military combined.
St. Martin's	Full credit for USAFI courses. (Max. 65 hours for Military Exp. and Testing)
Seattle Pacific	Max. 45 quarter hours credit.
Seattle University	Max. 45 quarter hours credit.
Sulpician	Full credit for all college level courses.

Univ. Puget Sound	Max. 6 units (30 quarter hours). USAFI and Military combined max. 9 units.
Walla Walla	Full credit for all college-level courses.
Whitworth	No credit.

Industrial Experience

Ft. Wright	Under consideration.
Gonzaga	No credit given.
Northwest	No answer.
Pacific Lutheran	No credit.
St. Martin's	No credit.
Seattle Pacific	Individual consideration.
Seattle University	No credit.
Sulpician	No credit.
Univ. Puget Sound	No answer.
Walla Walla	No answer.
Whitworth	No credit.

Correspondence Courses (Independent)

Ft. Wright	Full credit.
Gonzaga	Max. 6 hours credit transferred.
Northwest	Max. 30 quarter hours of college-level courses.
Pacific Lutheran	Correspondence and/or extension up to 24 semester hours.
St. Martin's	Full credit for college-level courses, max. 30 semester hours. (No more than 65 credits will be accepted via the combined areas of testing, military schools and experience and correspondence.)
Seattle Pacific	Max. 45 quarter hours.
Seattle University	Max. 45 quarter hours of college-level courses.
Sulpician	Full credit for college-level courses.
Univ. Puget Sound	Max. 6 units (30 quarter hours) extension and correspondence combined.
Walla Walla	Max. 54 quarter hours of college-level courses.

Whitworth	Max. 9 units (30 semester hours); however, military school, correspondence, extension and military experience not to exceed a total of 9 units.

Extension or Adult Education

Ft. Wright	Max. 15 semester hours.
Gonzaga	Max. 6 hours credit transferred.
Northwest	Full credit for college-level courses.
Pacific Lutheran	Max. of 24 semester hours of correspondence or extension courses.
St. Martin's	Full credit for college-level courses.
Seattle Pacific	Individual consideration.
Seattle University	Max. 45 quarter hours for college-level courses.
Sulpician	Full credit from an accredited college.
Univ. Puget Sound	Max. 6 units (30 quarter hours) extension & correspondence combined.
Walla Walla	Full credit for college-level courses.
Whitworth	Max. 9 units (30 semester hours).

Credit by Examination: e.g., Challenge, Special Validation

Ft. Wright	Full credit.
Gonzaga	No limit, subject to approval by department.
Northwest	Full credit.
Pacific Lutheran	Max. of 30 semester hours.
St. Martin's	Full credit as granted by accredited institutions. (Not to exceed 65 credits via the combined areas of testing, military schools and experience and correspondence.)
Seattle Pacific	Full credit up to 45 quarter hours.
Seattle University	45 quarter hours maximum.
Sulpician	Full credit from an accredited college.
Univ. Puget Sound	Full credit as granted by accredited institutions.
Walla Walla	Full credit for courses at Walla Walla College. Transfer courses not accepted.
Whitworth	Generally no credit earned this way except by petition and by special validation.

Advanced Placement

Ft. Wright	Full credit.
Gonzaga	No limit, subject to approval by department.
Northwest	Full credit.
Pacific Lutheran	Individual consideration for grade of "3" or better on CEEB-AP. Credit also granted for local exams.
St. Martin's	Placement but no credit.
Seattle Pacific	Credit at recommendation of dept. for grade of "3" or better.
Seattle University	45 quarter hours credit maximum.
Sulpician	No policy.
Univ. Puget Sound	Up to 2 units (10 quarter hours) in each subject area for grade of "3" or better on CEEB-AP.
Walla Walla	9 quarter hours for Freshman Composition if score is "3" or better.
Whitworth	Credit and/or placement at discretion of department concerned.

C.L.E.P.

Ft. Wright	Under consideration.
Gonzaga	Max. 32 semester hours, 45 quarter hours, subject to approval by dept.
Northwest	Full credit based on recommended scores by ETS.
Pacific Lutheran	Under study.
St. Martin's	Six (6) credits for each score over 25 percentile. Percentile is subject to examination and change.
Seattle Pacific	Individual consideration - max. 45 quarter credits by exam.
Seattle University	Credit for subject area exams only - 45 credits maximum.
Sulpician	No policy.
Univ. Puget Sound	25 percentile required. General exams accepted only. 1.80 units (9 quarter hours) granted for each test passed. Policy for acceptance of area exams under consideration.
Walla Walla	Up to 45 quarter hours for a score of 50% or more on the general tests. Maximum of 9 quarter hours credit for each exam. Policy for subject area tests still under consideration.
Whitworth	Credit granted, subject to review by department. No grade recorded.

CHART 5

TRANSFER OF CREDIT--COMMUNITY COLLEGES

Inst.	Accept credits earned at accredited inst.					Rationale or method used to identify transferable credits					
	Yes	Military -earned	Credit by exam (see pg. 5 of summary)	Except religion (usually)	Except military science	Course number (usually 100 & above)	Applica-bility to degree require.	Purpose/ goal of student	Evalua-tion by faculty/ dept. concerned	Catalog descrip-tion compari-son	According to published recommen-dations
Bellevue	X	X--up to 30--X				X	X		X	X	X
Big Bend	X	X	X	X		X	X		X	X	X
Centralia	X	Evaluated	X	X			X			X	
Clark	X					X		X	X	X	
Columbia Basin	X					X					
Edmonds	X		X			X	X	X		X	
Everett	X					X					
Ft. Steilacoom	No written policy					X		X			
Grays Harbor	X			X		X				X	
Green River	X*Evaluated		X***			X		X			
Highline	X		X	X	X			X	X	X	
Lower Columbia	X**	X	X	X	X	X	X			X	
Olympic	X	X	X	X	X	X	X		X	X	
Penninsula	X**	X		X		X	X			X	

* Also accept for credit courses that are equal to courses offered in voc-tech programs at Green River, regardless of accreditation status of institutions from which student transfers.

** Transfer courses identified as academic are accepted as such; voc-tech courses are accepted as such.

*** Challenge & USAFI end-of-course exam only. CLEP being studied.

Inst.	Accept credits earned at accredited inst.					Rationale or method used to identify transferable credits					
	Yes	Military -earned	Credit by exam	Except religion (usually)	Except military science	Course number (usually 100 & above)	Applica-bility to degree require.	Purpose/ goal of student	Evalua-tion by faculty/ dept. concerned	Catalog descrip-tion compari-son	According to published recommen-dations
Seattle C.	X*					X	X		X	X	
Seattle N.	X								X	X	
Seattle S.	X*						X				
Shoreline	X								X		
Skagit Valley	X										X
Spokane	X	X	X	X**		X	X		X	X	
Tacoma	No written policy									X	
Walla Walla	X	X	X	X		X	X		X	X	
Wenatchee	X					X	X	X			
Whatcom	No policies on transfer of credit as yet										
Yakima	X			X		X	X		X	X	X

* Credits accepted for course work in transfer areas.
** May be assigned "elective" credit.

CHART 6

TRANSFER OF CREDIT POLICY SUMMARY
WASHINGTON COMMUNITY COLLEGES

	Military Service School			Military Experience		
	Full	Partial	Waiver	Full	Partial	Waiver
Bellevue	X*				X-1	X-1
Big Bend	X*		X*	X-?		X-2
Centralia	X*			X*		
Clark	X					X
Columbia Basin	X*					X
Edmonds	X-up to 30 qtr. hrs.			P.E. & Health-----		X-7
Everett	X*			X*		
Ft. Steilacoom	X*-8			X--up to 15 qtr. hrs.-8		
Grays Harbor	X			-	-	-
Green River	X-9	X		X-9	X-9	X-9
Highline	X-3	X-3	X-3			X
Lower Columbia	X*			-	-	-
Olympic	X-4			X-4		
Peninsula	X*			-	-	-
Seattle, Central	X-provisionally			X-------X-as work exp.		
Seattle, North	-	-	-	-	-	-
Seattle, South	5			6		
Shoreline 10	X-from fully accred. inst.			No	No	No
Skagit Valley	X*			-	-	-
Spokane, Dist. 17	X*					X
Tacoma	X*			X-11		
Walla Walla	X	X				
Wenatchee Valley	X	X	X			X
Yakima Valley	X*			X*		

*Credit is allowed if military service school credit is recommended in American Council on Education Manual or A GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED FORCES.

1 The veteran student is allowed 3 P.E. credits and his P.E. degree requirement is waived.
2 Maximum of 12 credits for P.E. and Military Science.
3 Decisions are made on an individual basis.
4 Basic assumption: transfer institution is accredited.
5 Credit may be granted for the Aircraft Mechanics Program upon review of the experience by the department chairman and at his discretion.
6 Some credit may be granted, depending on the vocational program, as the result of military work experience after an evaluation by the department chairman.
7 Partial credit granted toward high school diploma.
8 Depends on type of service school and type of degree.
9 Evaluation.
10 College-level courses only.
11 Only for the Associate in Liberal Arts for Military Personnel (30 credits for officers and 15 for enlisted).

TRANSFER OF CREDIT POLICY SUMMARY
(Page 2)

	Peace Corps, VISTA			U.S.A.F.I.		
	Full	Part	Waiver	Full	Part	Waiver
Bellevue	-	-	-	X		
Big Bend	-	-	-	X		X
Centralia	No policy			X*		
Clark	No policy			X		
Columbia Basin	-	-	-	X--college level		
Edmonds	-	-	-	-	-	-
Everett	X*			X--courses, not tests		
Ft. Steilacoom	X--15 credit max.-2			X--by USAFI catalog-2		
Grays Harbor	-	-	-	X		
Green River	No			X--end of course test		
Highline			X	X		
Lower Columbia	-	-	-	X*		
Olympic	X			X		
Peninsula	X*			X*		
Seattle, Central	X	X		X		
Seattle, North	-	-	-	-	-	-
Seattle, South	3			X		
Shoreline 4	No	No	No	X-1		
Skagit Valley	-	-	-	X		
Spokane, Dist. 17	-	-	-	X		
Tacoma	No policy			X		
Walla Walla	-	-	-	X		
Wenatchee Valley			X	X	X	X
Yakima Valley	X			X		

* Full credit is given as recommended by GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED FORCES.

1 Accepted on recommendation of division chairman.
2 Depends on type of service school and type of degree.
3 Credit may be granted on work experience basis after an evaluation of this experience in a review by the department chairman.
4 College-level courses only.

TRANSFER OF CREDIT POLICY SUMMARY
(Page 3)

	CORRESPONDENCE COURSES (Independent)			EXTENSION OR ADULT EDUCATION		
	Full	Partial	Waiver	Full	Partial	Waiver
Bellevue	X*-1			X-2		
Big Bend	X*		X	X*		X
Centralia	X*			X*		
Clark	No policy			X		
Columbia Basin	X*			Not for an AA degree		
Edmonds	X			X		
Everett	No (credit by exam)			X*		
Ft. Steilacoom	No	No	No	X		X
Grays Harbor	X			-	-	-
Green River	Evaluation			X		
Highline	X	X				X
Lower Columbia	X*			X*		
Olympic	X*--or depends on situation			X		
Peninsula	X*			X*		
Seattle, Central	X*	X--Provisional		X	X	
Seattle, North	X*			-	-	-
Seattle, South	X*--eval, on indiv. basis			X--where applies to specific		
Shoreline 3	X*			X*		program
Skagit Valley	X			X		
Spokane, Dist. 17	X			X	X	
Tacoma	X*			X		
Walla Walla	X*			X*		
Wenatchee Valley	X	X	X	X	X	X
Yakima Valley	X			X		

* From accredited institutions.

1 A total of 30 credits are allowed toward a degree for this and/or military school credits.
2 Only if credit is indicated by the transfer school.
3 College-level courses only.

TRANSFER OF CREDIT POLICY SUMMARY
(Page 4)

	Credit by Examination			Advanced Placement		
	Full	Partial	Waiver	Full	Partial	Waiver
Bellevue	X-1			X-1		
Big Bend	X					X
Centralia	X (see page 5)					X
Clark	No policy			No policy		
Columbia Basin	X			Policy being formulated		
Edmonds	X			X--Only English & Math.		
Everett	X			Credit by exam		
Ft. Steilacoom	X		X	No	No	No
Grays Harbor	- (see page 5)			-	-	-
Green River	X			-	-	-
Highline	X		X			X
Lower Columbia	X					X
Olympic	X			X		
Peninsula	X					X
Seattle, Central	X					X
Seattle, North	X			Credit by exam		
Seattle, South	X			-	-	-
Shoreline	X			X*		
Skagit Valley	X			-	-	-
Spokane, Dist. 17	X			X		
Tacoma	X			X		
Walla Walla	X			Credit by exam		
Wenatchee Valley	X	X	X	X	X	X
Yakima Valley			X			X

* From accredited institution.

1 After 24 credit hours completed in residence.

TRANSFER OF CREDIT POLICY SUMMARY
(Page 5)

CLEP

	General Education Min. passing score	Special Areas Min.pass.score	How is credit recorded?
Bellevue	500-up to 9 credits	500-min. of 5 credits each	As exam credit CLEP identified
Big Bend	Not in use		
Centralia	Policies and procedures now being formulated		
Clark	No policy		
Columbia Basin	Policies and procedures now being formulated		
Edmonds	No policy as yet		
Everett	500	500	Indicated as CLEP
Ft. Steilacoom	English 418 Humanities 410 Math 416 Nat.Science 413 Soc.Sci./Hist. 405	9 credits 9 credits 9 credits 9 credits 9 credits	Total number of credits earned
Grays Harbor	Policies and procedures now being formulated		
Green River	Policies and procedures now being formulated		
Highline	No policy		
Lower Columbia	25th percentile		As CLEP credit
Olympic	500	500	Amt. of credit, date of test, CLEP ident.
Peninsula	No policy at this time		
Seattle, Central	500	500	As CLEP credit
Seattle, North	500	500	As CLEP credit and amount
Seattle, South	-	-	-
Shoreline	-	-	As CLEP credit and amount
Skagit Valley	500	500	Credit by exam
Spokane, Dist. 17	500	500	As extension credit; not computed into G.P.A. granted as pass/fail
Tacoma	Gen.Educ: 25th percentile for the A.L.A. for military personnel. Special areas: no policy. CLEP not recorded on transcript.		
Walla Walla	500	500	As CLEP credit
Wenatchee Valley	-	-	-
Yakima Valley	No policy as yet		

CHART 7

Constraints or General Guidelines *
Community Colleges

1. Students planning to transfer are urged to follow AA degree.
   Bellevue, Spokane, Walla Walla

2. Number of credits assigned a course may be different than what is accepted in transfer.
   Big Bend

3. Courses considered high school duplication by a university are not considered such by community college.
   Columbia Basin

4. Courses considered high school duplication by a community college but are not considered as such by a college or university.
   Tacoma

5. Inconsistencies in acceptance of occupational credits; especially where a similar course is offered at receiving institution.
   Columbia Basin

6. Agreement with a four-year college to accept AA degree for junior standing.
   Edmonds

7. Four-year college sometimes determines the transferability of course, including college-level and/or technical courses, which are usually not intended for transfer.
   Everett, Green River, Highline, Olympic, Penninsula, Shoreline, Tacoma

8. Courses numbered below 100 are not considered college-parallel.
   Lower Penninsula

9. Vocational-technical program credits may not apply toward an AA degree or toward another technical program.
   Shoreline

10. Do not compute failing grades on an incoming transcript.
    Seattle Central, Seattle North

11. Will allow only 15 hours of "D" to transfer in (unless student petitions and if his GPA will support it).
    Seattle Central, Seattle North

12. Do not accept junior or senior level courses toward AA degree, except by petition.
    Seattle Central

13. All courses ten years or older are referred to division chairman or dean for transferability determination.
    Seattle North

14. Courses or learning experiences reflecting unique numbering systems may be considered for acceptance toward AA degree upon request.
Seattle South

15. Regarding a no-credit course, the division chairman may authorize credit upon evaluation of the work done.
Skagit

16. Attempting to build requirements or courses so that credit values are the same as for institutions that receive most of the transfer students.
Spokane

* Summary of statements made when asked to list: "Any other constraints or general guidelines that influence the transfer of credit from your institution to others or from other institutions to yours."